

**Department of State**

**Bureau of Educational and Cultural Affairs (ECA) Request for Grant Proposals:**

FY 2015 Teacher Exchange Program

**Announcement Type:** New Cooperative Agreement

**Funding Opportunity Number:** ECA-ECAAS-15-001

**Catalog of Federal Domestic Assistance Number:** 19.408

**Application Deadline:** June 19, 2014

**Executive Summary:** The Office of Global Educational Programs of the Bureau of Educational and Cultural Affairs (ECA), U.S. Department of State, announces an open competition for up to three assistance awards to administer components of the Office's Teacher Exchange Program in Fiscal Year 2015. Public and private non-profit organizations or consortia or other combinations of eligible organizations meeting the provisions described in Internal Revenue Code section 501(c)(3) may submit proposals to cooperate with the Bureau in the administration of the Teacher Exchange Program as categorized below. To facilitate effective communication between ECA's Teacher Exchange Branch (ECA/A/S/X) and the organization(s) cooperating on these programs, applicant organizations should have offices and staffs located in Washington, D.C. at the time of application.

The Bureau's Teacher Exchange Program advances the State Department goals of education diplomacy and outreach to youth by improving education around the world. The program enhances the teaching and technology skills of primary and secondary teachers from the United States and critical partner countries worldwide and prepares students for living in a globalized world. Participating international teachers, often women from rural and urban underserved areas, take home and integrate new and innovative methods and share authentic information about the U.S. with their students, colleagues, and communities. The program provides opportunities for U.S. teachers to teach, observe best practices overseas, pursue individualized research and develop courses. These opportunities allow K-12 teacher alumni to bring global content and insights from outstanding education systems to U.S. classrooms, schools and communities. Participating teachers help students become responsible citizens, engage in critical thinking and develop problem solving skills, and improve their proficiency of English abroad and critical foreign languages in the U.S. The Teacher Exchange Program offers a significant multiplier effect as U.S. and international teachers return home to share knowledge and skills with thousands of students over the course of their careers.

This Request for Grant Proposals reinforces the Bureau's engagement with primary and secondary school educators and presents teacher exchange program opportunities to potential applicant organizations, which may submit proposals to administer and implement one, two, or all three components of the following FY 2015 Teacher

Exchange Program as outlined below (organizations must submit a separate proposal for each component for which they apply): Component A: the Fulbright Distinguished Awards in Teaching Program; Component B: Professional Development Programs for International and U.S. Teachers (3 programs); and/or Component C: the Teachers of Critical Languages Program. Details about these program components are provided under the Funding Opportunity Description section of this document and in the Project Objectives, Goals, and Implementation (POGI) document associated with this solicitation. Proposals should reflect a vision for each component, interpreting the goals of the Fulbright-Hays Act and the Teacher Exchange Program with creativity, as well as providing innovative ideas and recommendations.

The cooperating organization(s) for each component will have responsibility for program administration, which includes the following broad categories: program planning and management; participant recruitment and placement; orientation and preparation of participants and host/mentor educators; enrichment activities; participant supervision and support services; fiscal management and budgeting; program reporting and evaluation (including ad hoc program and financial reports as requested by the Teacher Exchange Branch); and alumni programming and follow-on activities. Proposals should include schedules and timelines for notifying ECA, overseas partners, and participants of recruitment cycles, placements, travel arrangements and cross-cultural and program information in a timely manner. Programs must comply with J-1 visa regulations. Teacher exchange participants in the U.S. and abroad should be identified through open, merit-based competitions.

Although the amount that will be available to support these programs in FY 2015 has not yet been determined, for planning purposes the total amount of funding that may be available to cover administrative and program costs of these programs will be approximately \$11,100,000. The amounts listed for each program are provided below to enable applicant organizations to prepare budgets for planning purposes and are subject to change. More specific information for each program is provided below and in the Project Objectives, Goals, and Implementation (POGI) document. All awards are pending availability of FY 2015 funds. The Bureau reserves the right not to fund a component solicited above.

## **I. Funding Opportunity Description:**

### **Authority:**

Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries...; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations...and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other

countries of the world." The funding authority for the program above is provided through legislation.

***Purpose:***

The purpose of the program is to improve mutual understanding among teachers, and their students and communities in the U.S. and abroad through professional development and exchange. Teacher exchanges provide professional development to teachers by broadening their familiarity with approaches to their subjects, pedagogical methods, and instructional technologies. Teacher exchanges support the internationalization of schools and classrooms, increase the quality of classroom instruction, expand the knowledge of students and communities about global issues and cultures, and improve knowledge of English and foreign languages.

Applicant organizations may propose to administer and implement one, two, or all three components of the following teacher exchange programs.

**Component A**

**The Fulbright Distinguished Awards in Teaching Program:** This program recognizes and encourages excellence in teaching in the U.S. and selected countries. Countries expected to participate in the program in FY 2015 include Botswana, Chile, Finland, India, Israel, Kenya, Mexico, Morocco, New Zealand, Singapore, South Africa, South Korea, and the United Kingdom, as well as the Palestinian Territories. ECA reserves the right to add or delete regions and countries to/from the list depending on Bureau priorities and the availability of funds. Applicant organizations must demonstrate flexibility and the willingness to work with countries that may not be identified at the present time. These awards provide a rich professional growth opportunity to the Fulbright Distinguished Teachers while enhancing mutual understanding among international and U.S. teachers, administrators, their students, and host communities. Teachers apply to carry out a project of their own design to develop new and innovative global content for their classroom, school and community or to study an educational best practice from a world class education system. Teachers from participating countries are nominated by a U.S. Embassy or Fulbright Commission to pursue projects in the U.S. during the fall semester, and U.S. teachers apply to the U.S. cooperating organization to pursue individual projects in the participating countries for a period of three to six months. Hosted at a university college of education, the Fulbright Distinguished Teachers conduct an inquiry project, take courses for professional development, and lead master classes or seminars for teachers and students in the host countries. Based on proposals submitted by U.S. teachers to conduct these activities in specific eligible countries, the U.S. Embassy, Fulbright Commission, or other organization as applicable in each participating country will facilitate a relevant academic or professional affiliation in consultation with each U.S. Distinguished Teacher. The U.S. cooperating organization should propose a U.S. university or college to provide the international Distinguished Teachers with broad-ranging access to faculty resources, schools, and other educational opportunities. For FY

2015, a program for approximately 20 international teachers in the fall of 2015 is anticipated (plus potential cost-shared teachers); approximately 42 U.S. teachers are expected to take part in the program for periods ranging from three to six months between August 2015 and August 2016. For planning purposes, the budget for program and administration is estimated at approximately \$2,400,000.

The Presidentially appointed J. William Fulbright Foreign Scholarship Board is responsible for the Fulbright Distinguished Awards in Teaching, and has issued overall policy guidelines and selection criteria which are available at the following website: <http://fulbright.state.gov/fsb/program-policies>. The Fulbright Foreign Scholarship Board is responsible for the final selection of Fulbright candidates. Organizations cooperating with the Bureau must ensure full and proper identification of the Fulbright Program with the U.S. government and the Department of State.

### **Component B: Professional Development Program for International and U.S. Teachers**

The International Leaders in Education Program (ILEP) and the Teaching Excellence and Achievement (TEA) Program, two programs within this three-part program component, bring international secondary school teachers from a wide range of countries and regions to U.S. universities (ILEP for a semester, TEA for six weeks) to develop teaching skills, to increase subject-matter expertise, to incorporate instructional technology in their teaching, and to pursue coursework and practical teaching experiences in American secondary schools. Teachers for Global Classrooms, the third program within this component, supports U.S. teachers' efforts to make their classrooms more globally-focused and includes an online course, a workshop, and a two- or three-week international exchange experience.

The international teachers taking part in ILEP and TEA gain an in-depth understanding of U.S. schools, universities, and culture, provide information about their home countries with U.S. audiences, and prepare training workshops and materials to share with colleagues and students after returning to their home countries. Participants must be full-time teachers of English, English as a Foreign Language, math, science, social studies, or special education. The U.S. teachers taking part in Teachers for Global Classrooms (TGC) become more familiar with educational practices in their host country and share best practices in pedagogy with other members in their country cohort and in their home schools.

See brief descriptions of each of the three programs under Component B: Professional Development Program for International and U.S. Teachers below. For more detailed information, please refer to the POGI.

1. The International Leaders in Education Program (ILEP) is one-semester in length, and international teachers audit two courses relevant to their teaching fields at U.S. universities. Placed in cohorts of approximately 15-16 participants, the teachers

audit two graduate courses; collaborate with U.S. professors of education and practicing U.S. teachers; attend professional development and technology seminars, workshops, and conferences on education-related and pedagogical topics designed especially for them; teach or team-teach for 90 hours as part of an internship in U.S. secondary school classrooms in cooperation with experienced U.S. partner teachers; and develop an action plan for implementation in their home schools upon returning home.

2. The Teaching Excellence and Achievement (TEA) Program is six weeks in length. The six-week model (TEA) facilitates the participation of teachers for whom a longer program is not feasible due to family or professional responsibilities. The program model is also preferable for some foreign ministries of education that cannot release teachers for longer periods.

Placed in cohorts of approximately 20-22 during the spring or fall semester, TEA program participants collaborate with U.S. professors of education and practicing U.S. teachers; attend professional development and technology seminars, workshops, and conferences on education-related and pedagogical topics designed especially for them; teach or team-teach as part of an internship for 40 hours in U.S. secondary school classrooms in cooperation with experienced U.S. partner teachers; and develop an action plan for implementation in their home schools upon returning home. For FY 2015, approximately 64 teachers will come to the U.S. for a semester on ILEP in the spring of 2016. Additionally, in the summer of 2015 under the auspices of the Bureau's Exchanges Rapid Response program, approximately 20 to 22 teachers will come to the U.S. for professional development as part of a special TEA cohort. Approximately 150 teachers are expected to take part in the six-week TEA program in multi-national cohorts in the spring and fall of 2016. For planning purposes, the combined budget for program and administration of the ILEP and TEA programs is approximately \$5,750,000.

3. Teachers for Global Classrooms: As part of the Teachers for Global Classrooms (TGC) Program, six cohorts of approximately 13 U.S. teachers (for a total of 80 teachers) travel to one of six countries for two weeks in the spring of 2016 or three weeks in the summer of 2016, where they will visit the home schools of selected Teaching Excellence and Achievement or International Leaders in Education Program alumni to gain a deeper understanding of the educational system and culture of the host country and to develop resources (unit plans, lesson plans or other materials or activities) for use in U.S. classrooms. To prepare for the exchanges, U.S. teachers also take part in a semester-long online course in fall 2015, webinars, and an in-person professional development workshop administered by the U.S. cooperating partner organization with the goal of maximizing the eventual integration of the participants' experience into U.S. classroom activities and curricula. For planning purposes, the available budget for program and administration is approximately \$1,700,000.

### **Component C: Teachers of Critical Languages Program (TCLP)**

As part of the TCLP, approximately 14 English teachers from China and eight English teachers from Egypt will teach Chinese and Arabic in U.S. elementary and secondary

schools for the 2015-16 academic year. The cooperating U.S. organization should recruit exchange teachers and U.S. host schools, oversee the placement of the Chinese and Arabic teachers, provide a comprehensive academic orientation session in the U.S. on relevant U.S. pedagogical, educational, and social issues, conduct Fall and Spring professional development workshops, and monitor and support the teachers and their engagement with the U.S. host schools. U.S. schools should also have the opportunity to provide cost-sharing for a language teacher. For planning purposes, the budget for program and administration costs for this program is approximately \$1,250,000.

#### Program Administration

In a Cooperative Agreement, ECA/A/S/X is substantially involved in program activities above and beyond routine monitoring. Bureau activities and responsibilities for all five teacher exchange programs in each of the three components include:

- 1) Participation in the design and direction of program activities;
- 2) Approval of key personnel;
- 3) Approval and input on program timelines, agendas and administrative procedures;
- 4) Guidance in execution of all program components;
- 5) Review and approval of all program publicity and recruitment materials;
- 6) Approval of participating teachers and administrators, in cooperation with Fulbright commissions, U.S. embassies, and other partner organizations (Fulbright program candidates are also subject to selection by the J. William Fulbright Scholarship Board);
- 7) Approval of decisions related to special circumstances or problems throughout the duration of the program;
- 8) Assistance with non-immigration status and other SEVIS-related issues;
- 9) Assistance with participant emergencies;
- 10) Liaison with relevant U.S. embassies, Fulbright commissions, and country desk officers at the State Department.

Programs must conform with Bureau requirements and guidelines outlined in the Solicitation Package, which includes the Request for Grant Proposals (RFGP), the Project Objectives, Goals and Implementation (POGI) and the Proposal Submission Instructions (PSI).

#### Cooperating Agency Responsibilities

For all components, the cooperating agency or agencies is/are responsible for:

- 1) various aspects of outreach, recruitment, and screening of applicants;
- 2) SEVIS duties and preparation of form DS-2019 under a G Program Number under the Bureau's responsibility on behalf of the Teacher Exchange Branch;
- 3) orientation programs, professional in-service meetings, and debriefings;
- 4) briefing and training/orientation of host U.S. educators and mentor teachers;
- 5) placement, monitoring, supervision, and support of participants;
- 6) administering sub-award competitions as necessary; and
- 7) fiscal management, evaluation, and follow-on and alumni activities for the programs described above.

Please see the POGI for details pertaining to these activities for each program. The Bureau's program office and the cooperating agency or agencies will meet regularly and will maintain regular telephone and email communications with each other regarding program implementation.

#### Additional Guidelines

Applicant organizations should submit separate proposals with budgets and narratives outlining a comprehensive strategy for the administration and implementation of each component of programs for which they are applying: (Component A: Fulbright Distinguished Awards in Teaching Program; Component B: Professional Development Programs for International Teachers and U.S. Teachers [3 programs]; Component C: Teachers of Critical Languages Program. Organizations may apply for more than one component: a separate proposal must be submitted for each component. Organizations may not apply to administer programs except in the combinations prescribed for each component. Proposals should reflect a vision for the programs, interpreting the goals of the Fulbright-Hays Act and the Teacher Exchange Program with creativity, as well as providing innovative ideas and recommendations. The Bureau places a priority on ensuring that the positive impact of the Teacher Exchange Program is visible to the public in U.S. and host school communities. Applicant organizations should outline a plan to work with the media and other organizations, in close consultation with the Bureau, to ensure that the program and its awards and achievements receive appropriate publicity.

The narrative portion of the proposal for each component of programs should not exceed 20 pages. Proposals may utilize appendices to illustrate elements of the narrative.

Applicants must also provide a separate administrative and program budget for each component. If applying for **Component B: Professional Development Program for International and U.S. Teachers**, organizations should submit a separate budget and narrative for each program within that component. Where possible, proposals should reflect economies of scale and should demonstrate administrative efficiencies.

Please refer to the Solicitation Package for further information.

## II. Award Information:

**Type of Award:** Cooperative Agreement. ECA's level of involvement in this program is listed under number I above.

**Fiscal Year Funds:** 2015

**Approximate Total Funding:** \$11,100,000, pending availability of FY 2015 funds

**Approximate Number of Awards:** 3

**Approximate Average Award:** Component A: Fulbright Distinguished Awards in Teaching Program, \$2,400,000; Component B: Professional Development Program for International and U.S. Teachers, \$7,450,000; and Component C: Teachers of Critical Language Programs, \$1,250,000

**Anticipated Award Date:** Pending availability of funds, October 1, 2014

**Anticipated Project Completion Date:** September 30, 2019

**Additional Information:** Pending successful implementation of this program and the availability of funds in subsequent fiscal years, it is ECA's intent to renew these cooperative agreements for two additional consecutive fiscal years, before openly competing the program again.

### **III.) Eligibility Information:**

**III.1. Eligible applicants:** Applications may be submitted by public and private non-profit organizations meeting the provisions described in Internal Revenue Code section 26 USC 501(c)(3).

Consortia of eligible organizations applying for grants should designate one organization to be the recipient of the Cooperative Agreement award: this organization would be responsible for oversight of the other members of the consortium as part of the award. Proposals from consortia should provide a detailed description of the responsibilities of each partner organization.

Organizations with primary responsibility for any of the five programs falling under the three components must have a staff based in Washington, D.C., at the time of application.

**III.2. Cost Sharing or Matching Funds:** There is no minimum or maximum percentage required for this competition. However, the Bureau encourages applicants to provide maximum levels of cost sharing in support of its programs.

When cost sharing is offered, it is understood and agreed that the applicant must provide the amount of cost sharing as stipulated in its proposal and later included in an approved agreement. Cost sharing may be in the form of allowable direct or indirect costs. For accountability, you must maintain written records to support all costs which are claimed as your contribution, as well as costs to be paid by the Federal government. Such records are subject to audit. The basis for determining the value of cash and in-kind contributions must be in accordance with OMB Circular A-110, (Revised), Subpart C.23 - Cost Sharing and Matching. In the event you do not provide the minimum amount of cost sharing as stipulated in the approved budget, ECA's contribution will be reduced in like proportion.

### **III.3. Other Eligibility Requirements:**

a.) Bureau grant guidelines require that organizations with less than four years experience in conducting international exchanges be limited to \$130,000 in Bureau funding. ECA anticipates making one, two, or three awards, in a total amount of up to \$11,100,000, each over \$130,000, to support program and administrative costs required



to implement these exchange programs. Therefore, organizations with less than four years experience in conducting international exchanges are ineligible to apply under this competition.

#### **IV.) Application and Submission Information:**

Note: Please read the complete announcement before sending inquiries or submitting proposals. Once the RFGP deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

##### **IV.1 Contact Information to Request an Application Package:**

Please contact Ms. Patricia Mosley in the Teacher Exchange Branch, ECA/A/S/X, SA-5, 4<sup>th</sup> floor, U.S. Department of State, 2200 C St., N.W., Washington, D.C. 20037, telephone: (202) 632-6338 and fax number: (202) 632-9479, e-mail:

[MosleyPJ@state.gov](mailto:MosleyPJ@state.gov), to request a Solicitation Package.

The Solicitation Package contains the Proposal Submission Instructions (PSI) document which consists of required application forms, and standard guidelines for proposal preparation.

It also contains the Project Objectives, Goals and Implementation (POGI) document, which provides specific information, award criteria and budget instructions tailored to this competition.

Please contact Michael Kuban in the Teacher Exchange Branch, ECA/A/S/X, SA-5, 4<sup>th</sup> floor, U.S. Department of State, 2200 C St., N.W., Washington, D.C. 20037, telephone: (202) 632-6346, e-mail: [kubanmm@state.gov](mailto:kubanmm@state.gov) and refer to the Funding Opportunity Number located at the top of this announcement on all other inquiries and correspondence.

##### **IV.2. To Download a Solicitation Package Via Internet:**

The entire Solicitation Package may be downloaded from the Bureau's website at <http://eca.state.gov/organizational-funding> or from the Grants.gov website at <http://www.grants.gov>.

Please read all information before downloading.

**IV.3. Content and Form of Submission:** Applicants must follow all instructions in the Solicitation Package. The application should be submitted per the instructions under IV.3f. "Application Deadline and Methods of Submission" section below.

**IV.3a.** You are required to have a Dun and Bradstreet Data Universal Numbering System (DUNS) number to apply for a grant or cooperative agreement from the U.S. Government. This number is a nine-digit identification number, which uniquely identifies business entities. Obtaining a DUNS number is easy and there is no charge.

To obtain a DUNS number, access <http://www.dunandbradstreet.com> or call 1-866-705-5711. Please ensure that your DUNS number is included in the appropriate box of the SF – 424 which is part of the formal application package.

IV.3b. All proposals must contain one executive summary, one proposal narrative, and a separate budget for each program within the program component(s) for which the applicant applies. Applicant organizations may apply to administer component A, B or C; however, organizations must submit a separate proposal for each component for which they are applying. The proposal narrative for each component should not exceed twenty (20) double-spaced pages in length.

Please Refer to the Solicitation Package. It contains the mandatory Proposal Submission Instructions (PSI) document and the Project Objectives, Goals and Implementation (POGI) document for additional formatting and technical requirements.

IV.3c. All federal award recipients must maintain current registrations in the System for Award Management (SAM) database. Recipients must maintain accurate and up-to-date information in [www.SAM.gov](http://www.SAM.gov) until all program and financial activity and reporting have been completed. Recipients must review and update the information at least annually after the initial registration and more frequently if required information changes or another award is granted. Failure to register in SAM will render applicants ineligible to receive funding.

You must have nonprofit status with the IRS at the time of application. **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

- 1) Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.
- 2) Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one-page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and

Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

If your organization is a private nonprofit which has not received a grant or cooperative agreement from ECA in the past three years, or if your organization received nonprofit status from the IRS within the past four years, you must submit the necessary documentation to verify nonprofit status as directed in the PSI document. Failure to do so will cause your proposal to be declared technically ineligible.

**IV.3d. All ECA awards recipient organizations** must be registered with GrantSolutions by accessing [www.GrantSolutions.gov](http://www.GrantSolutions.gov). To register as a first time user of GrantSolutions, please scroll to the bottom of the home page and click “Getting Started-Request a User Account” at <http://home.grantsolutions.gov/home/home/customer-support/getting-started/>. Organizations that have previously used GrantSolutions do not need to register again. If the organization is not able to access the system, please contact GrantSolutions.gov Help Desk for help in gaining access.

Support for Grantee Organizations is available from 8 AM – 6 PM EST, Monday – Friday and can be reached at [help@grantsolutions.gov](mailto:help@grantsolutions.gov) or 1-866-577-0771.

Please take into consideration the following information when preparing your proposal narrative:

#### **IV.3d.1           ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA**

The Bureau of Educational and Cultural Affairs places critically important emphases on the security and proper administration of the Exchange Visitor (J visa) Programs and adherence by award recipients and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of the Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements. The award recipient(s) will be responsible for issuing DS-2019 forms to participants in this program.

A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://j1visa.state.gov> or from:

Office of Designation, Private Sector Programs Division  
U.S. Department of State  
SA-44, Suite 668  
301 4<sup>th</sup> Street, SW

Washington, DC 20547

Please refer to Solicitation Package for further information.

#### **IV.3d.2 Diversity, Freedom and Democracy Guidelines**

Pursuant to the Bureau's authorizing legislation, programs must maintain a non-political character and should be balanced and representative of the diversity of political, social and cultural life in the United States and abroad. "Diversity" should be interpreted in the broadest sense and encompass differences including race, color, national origin, sex, age, religion, geographic location, socio-economic status, disability, sexual orientation or gender identity. Proposals should demonstrate how diversity will enhance the program's goals and objectives and the participants' exchange experience. Please refer to the review criteria under the 'Support of Diversity' section of this document as well as the DIVERSITY, FREEDOM AND DEMOCRACY section in the "Proposal Submission Instructions" document for specific suggestions on incorporating diversity into the total proposal.

Public Law 104-319 provides that "in carrying out programs of educational and cultural exchange in countries whose people do not fully enjoy freedom and democracy," the Bureau "shall take appropriate steps to provide opportunities for participation in such programs to human rights and democracy leaders of such countries." Public Law 106 - 113 requires that the governments of the countries described above do not have inappropriate influence in the selection process. Proposals should reflect advancement of these goals in their program contents, to the full extent deemed feasible.

#### **IV.3d.3. Program Monitoring and Evaluation**

Proposals must include a plan to monitor and evaluate the project's success, both as the activities unfold and at the end of the program. The Bureau recommends that your proposal include a draft survey questionnaire or other technique plus a description of a methodology to use to link outcomes to original project objectives. The Bureau expects that the recipient organization will track participants or partners and be able to respond to key evaluation questions, including satisfaction with the program, learning as a result of the program, changes in behavior as a result of the program, and effects of the program on institutions (institutions in which participants work or partner institutions). The evaluation plan should include indicators that measure gains in mutual understanding as well as substantive knowledge.

Successful monitoring and evaluation depend heavily on setting clear goals and outcomes at the outset of a program. Your evaluation plan should include a description of your project's objectives, your anticipated project outcomes, and how and when you intend to measure these outcomes (performance indicators). The more that outcomes are "smart" (specific, measurable, attainable, results-oriented, and placed in a reasonable time frame),

the easier it will be to conduct the evaluation. You should also show how your project objectives link to the goals of the program described in this RFGP.

Your monitoring and evaluation plan should clearly distinguish between program outputs and outcomes. Outputs are products and services delivered, often stated as an amount. Output information is important to show the scope or size of project activities, but it cannot substitute for information about progress towards outcomes or the results achieved. Examples of outputs include the number of people trained or the number of seminars conducted. Outcomes, in contrast, represent specific results a project is intended to achieve and is usually measured as an extent of change. Findings on outputs and outcomes should both be reported, but the focus should be on outcomes.

We encourage you to assess the following four levels of outcomes, as they relate to the program goals set out in the RFGP (listed here in increasing order of importance):

1. **Participant satisfaction** with the program and exchange experience.
2. **Participant learning**, such as increased knowledge, aptitude, skills, and changed understanding and attitude. Learning includes both substantive (subject-specific) learning and mutual understanding.
3. **Participant behavior**, concrete actions to apply knowledge in work or community; greater participation and responsibility in civic organizations; interpretation and explanation of experiences and new knowledge gained; continued contacts between participants, community members, and others.
4. **Institutional changes**, such as increased collaboration and partnerships, policy reforms, new programming, and organizational improvements.

**Please note:** Consideration should be given to the appropriate timing of data collection for each level of outcome. For example, satisfaction is usually captured as a short-term outcome, whereas behavior and institutional changes are normally considered longer-term outcomes.

Overall, the quality of your monitoring and evaluation plan will be judged on how well it 1) specifies intended outcomes; 2) gives clear descriptions of how each outcome will be measured; 3) identifies when particular outcomes will be measured; and 4) provides a clear description of the data collection strategies for each outcome (i.e., surveys, interviews, or focus groups). (Please note that evaluation plans that deal only with the first level of outcomes [satisfaction] will be deemed less competitive under the present evaluation criteria.)

Recipient organizations will be required to provide reports analyzing their evaluation findings to the Bureau in their regular program reports. All data collected, including survey responses and contact information, must be maintained for a minimum of three years and provided to the Bureau upon request.

IV.3d.4. **Virtual Exchange Component:** ECA welcomes innovative ideas on how organizations can leverage appropriate mobile and/or online technologies to maintain engagement among exchange participants, encourage project collaboration and widen participation in the overall project to a broader audience. ECA strongly encourages organizations submitting proposals in response to this solicitation to suggest one or more virtual exchange components to complement the in-person exchange. The virtual exchange component(s) could come before, during and/or after the physical exchange. The objective for the virtual exchange component(s), defined as technology-enabled, sustainable, people-to-people, cross-cultural exchanges, is to augment the impact of the in-person exchange described in this solicitation. ECA encourages organizations to propose virtual exchange ideas that take advantage of ECA's existing web and social networking platforms, including our International Exchange Alumni space. Virtual exchange components would be coordinated with and approved by the ECA program office and U.S. missions abroad on a project by project basis.

IV.3e. Please take the following information into consideration when preparing your budget:

IV.3e.1. **Communications Guidance for ECA Grant Recipients:** All ECA Grant Recipients must adhere to the requirements in [ECA's Communications Guidance](#) on the creation of program branding and attribution, websites, social media, and press.

IV.3e.2. Applicants must submit SF-424A – “Budget Information – Non-Construction Programs” along with a comprehensive budget for the entire program. There must be a summary budget as well as breakdowns reflecting both administrative and program budgets. Applicants may provide separate sub-budgets for each program component, phase, location, or activity to provide clarification. It is anticipated that total funding for the Cooperative Agreement awards for program administration of the three components of the Teacher Exchange Program described here will be approximately \$11,100,000, pending the availability of FY 2015 funds.

IV.3e.3. Allowable costs and additional budget guidance are outlined in detail in the POGI document. Please refer to the Solicitation Package for complete budget guidelines and formatting instructions.

IV.3f. Application Deadline and Methods of Submission:

Application Deadline Date: Thursday, June 19, 2014

Reference Number:

Method of Submission:

Applications may only be submitted electronically through Grants.gov

(<http://www.grants.gov>). Complete solicitation packages are available at Grants.gov in the “Find” portion of the system.

PLEASE NOTE: ECA bears no responsibility for applicant timeliness of submission or data errors resulting from transmission or conversion processes for proposals submitted via Grants.gov

Please follow the instructions available in the 'Get Started' portion of the site (<http://www.grants.gov/GetStarted>).

Several of the steps in the Grants.gov registration process could take several weeks. Therefore, applicants should check with appropriate staff within their organizations immediately after reviewing this RFGP to confirm or determine their registration status with Grants.gov.

Once registered, the amount of time it can take to upload an application will vary depending on a variety of factors including the size of the application and the speed of your internet connection. In addition, validation of an electronic submission via Grants.gov can take up to two business days.

Therefore, we strongly recommend that you not wait until the application deadline to begin the submission process through Grants.gov.

The Grants.gov website includes extensive information on all phases/aspects of the Grants.gov process, including an extensive section on frequently asked questions, located under the "For Applicants" section of the website. ECA strongly recommends that all potential applicants review thoroughly the Grants.gov website, well in advance of submitting a proposal through the Grants.gov system.

Direct all questions regarding Grants.gov registration and submission to:

Grants.gov Customer Support

Contact Center Phone: 800 -518-4726

Business Hours: 24 hours a day, 7 days a week; closed on federal holidays

Email: [support@grants.gov](mailto:support@grants.gov)

Applicants have until midnight (12:00 a.m.), Washington, DC time of the closing date to ensure that their entire application has been uploaded to the Grants.gov site. There are no exceptions to the above deadline. Applications uploaded to the site after midnight of the application deadline date will be automatically rejected by the grants.gov system, and will be technically ineligible.

Please refer to the Grants.gov website, for definitions of various "application statuses" and the difference between a submission receipt and a submission validation. Applicants will receive a validation e-mail from grants.gov upon the successful submission of an application. Again, validation of an electronic submission via Grants.gov can take up to two business days. Therefore, we strongly recommend that you not wait until the

application deadline to begin the submission process through Grants.gov. ECA will not notify you upon receipt of electronic applications.

**It is the responsibility of all applicants submitting proposals via the Grants.gov web portal to ensure that proposals have been received by Grants.gov in their entirety, and ECA bears no responsibility for data errors resulting from transmission or conversion processes.**

IV.3g. Intergovernmental Review of Applications: Executive Order 12372 does not apply to this program.

## **V. Application Review Information**

### **V.1. REVIEW PROCESS**

The Bureau will review all proposals for technical eligibility. Proposals will be deemed ineligible if they do not fully adhere to the guidelines stated herein and in the Solicitation Package. All eligible proposals will be reviewed by the program office, as well as the Public Diplomacy section overseas and State Department regional bureaus, where appropriate. Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards resides with the Bureau's Grants Officer.

### **REVIEW CRITERIA**

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered and all carry equal weight in the proposal evaluation:

- 1. Quality of the program idea:** Proposals should exhibit originality, substance, precision, and relevance to the Bureau's mission.
- 2. Program planning:** Detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity. Agenda and plan should adhere to the program overview and guidelines described above.
- 3. Ability to achieve program objectives:** Objectives should be reasonable, feasible, and flexible. Proposals should clearly demonstrate how the institution will meet the program's objectives and plan.
- 4. Support of Diversity:** Proposals should demonstrate substantive support of the Bureau's diversity policy. Proposals should demonstrate how diversity will be achieved in the different aspects of program design and implementation, including grantee/participant selection and placement, and how diversity will enhance the program's goals and objectives, including the exchange experience. It is important that proposals have a clearly articulated diversity plan, and not simply express general support for the concept of diversity.



**5. Institutional Capacity:** Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals. Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau awards (grants or cooperative agreements) as determined by Bureau Grants Staff. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.

**6. Project Evaluation:** Proposals should include a plan to evaluate the activity's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original project objectives is recommended.

**7. Cost-effectiveness/Cost-sharing:** The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate. Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

## **VI.) Award Administration Information**

### **VI.1a. Award Notices:**

Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal Bureau procedures. Successful applicants will receive a Federal Assistance Award (FAA) from the Bureau's Grants Office. The FAA and the original proposal with subsequent modifications (if applicable) shall be the only binding authorizing document between the recipient and the U.S. Government. The FAA will be signed by an authorized Grants Officer, and mailed to the recipient's responsible officer identified in the application.

Unsuccessful applicants will receive notification of the results of the application review from the ECA program office coordinating this competition.

### **VI.2 Administrative and National Policy Requirements:**

Terms and Conditions for the Administration of ECA agreements include the following:

Office of Management and Budget Circular A-122, "Cost Principles for Nonprofit Organizations."

Office of Management and Budget Circular A-21, "Cost Principles for Educational Institutions."

OMB Circular A-87, "Cost Principles for State, Local and Indian Governments".

OMB Circular No. A-110 (Revised), Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and other Nonprofit Organizations.

OMB Circular No. A-102, Uniform Administrative Requirements for Grants-in-Aid to State and Local Governments.

OMB Circular No. A-133, Audits of States, Local Government, and Non-profit Organizations

Please reference the following websites for additional information:

<http://www.whitehouse.gov/omb/grants>

<http://fa.statebuy.state.gov>

**VI.3. Reporting Requirements:** You must provide ECA with an electronic copy of the following required reports:

*Mandatory:*

- 1.) Additional performance reports shall not be required more frequently than quarterly or, less frequently than annually. Annual reports shall be due 90 calendar days after the grant year; quarterly or semi-annual reports shall be due 30 days after the reporting period. (Frequency of these reports will be determined by the Grants Officer and Program Officer). The first page of the Performance Progress Report form (SF-PPR) must be submitted with all programmatic reports and can be found here: [http://aopefa.a.state.gov/content.asp?content\\_id=20&menu\\_id=68](http://aopefa.a.state.gov/content.asp?content_id=20&menu_id=68). The complete report and supporting documentation must be uploaded by the Recipient as a *Grant Note* under the corresponding record for this Agreement in GrantSolutions.gov. For assistance, please contact the GrantSolutions Help Desk at 1 (866) 577-0771 (toll free for US callers) or by email at [help@grantsolutions.gov](mailto:help@grantsolutions.gov). The Federal Financial Report (FFR SF-425/SF-425a) must be submitted through the Payment Management System (PMS). The electronic version of the FFR can be accessed at: <http://www.dpm.psc.gov/>. Failure to comply with these reporting requirements may jeopardize the Recipient's eligibility for future Agreements.
- 2.) A SF-PPR, "Performance Progress Report" Cover Sheet must be submitted with all program performance reports.
- 3.) A final program and financial report no more than 90 days after the expiration or termination of the award;
- 4.) A concise, one-page final program report summarizing program outcomes no more than 90 days after the expiration of the award. This report should be e-mailed to: [FFATAECA@state.gov](mailto:FFATAECA@state.gov). This one-page report will be transmitted to OMB, and be made available to the public via OMB's USAspending.gov website - as part of ECA's Federal Funding Accountability and Transparency Act (FFATA) reporting requirements.

Award recipients will be required to provide reports analyzing their evaluation findings to the Bureau in their regular program reports. (Please refer to IV. Application and

Submission Instructions (IV.3.d.3) above for Program Monitoring and Evaluation information.

All data collected, including survey responses and contact information, must be maintained for a minimum of three years and provided to the Bureau upon request.

#### **VI.4. Program Data Requirements:**

Award recipients will be required to maintain specific data on program participants and activities in an electronically accessible database format that can be shared with the Bureau as required. At a minimum, the data must include the following:

- 1) Name, address, contact information and biographic sketch of all persons who travel internationally on funds provided by the agreement or who benefit from the award funding but do not travel.
- 2) Itineraries of international and domestic travel, providing dates of travel and cities in which any exchange experiences take place. Final schedules for in-country and U.S. activities must be received by the ECA Program Officer at least three work days prior to the official opening of the activity.

#### **VII. Agency Contacts**

For questions about this announcement, contact: Mr. Michael Kuban, Teacher Exchange Branch, ECA/A/S/X-15-01, U.S. Department of State, SA-5, 4<sup>th</sup> floor, 2200 C Street, N.W., Washington, D.C. 20037, phone: (202) 632-6346, fax: (202) 632-9479; e-mail: [KubanMM@state.gov](mailto:KubanMM@state.gov).

All correspondence with the Bureau concerning this RFGP should reference the title and the funding opportunity number listed at the top of this solicitation.

Please read the complete announcement before sending inquiries or submitting proposals. All inquiries about the RFGP or any aspect of the Teacher Exchange Program should be submitted in writing via email to Mr. Kuban. Any questions or requests for information from overseas Fulbright commissions or Public Affairs Sections of U.S. embassies should be submitted in writing via email to Ms. Mosley for transmission to those overseas offices. Once the RFGP deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

**VIII. Other Information:****Notice:**

The terms and conditions published in this RFGP are binding and may not be modified by any Bureau representative. Explanatory information provided by the Bureau that contradicts published language will not be binding. Issuance of the RFGP does not constitute an award commitment on the part of the Government. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. Awards made will be subject to periodic reporting and evaluation requirements per section VI.3 above.

Kelly Keiderling  
Principal Deputy Assistant Secretary  
Bureau of Educational and Cultural Affairs  
U.S. Department of State

April 23, 2014

